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ABSTRACT

Described are assessment procedures, scheduling techniques, and the use of the prescriptive model employed by the diagnostic/prescriptive specialist for educating severely disturbed children. Assessment areas are noted to include medical problems, specific fears or apprehensions, pertinent reinforcers, length of attention span, level of functioning, academic strengths and weaknesses, and patterns of behavior. Aspects considered in planning the daily schedule are discussed such as employing the Premack Principle (following a less desirable task with one the child enjoys), arranging time blocks so that no student loses interest in a too lengthy assignment, and alternating response modes. Examples are provided to illustrate the three types of prescription areas-social (hair pulling), self help (teeth brushing), and academic (handling money). Appended are forms for the diagnostic test schedule, individual prescriptions, and daily performance records. (SB)

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DIAGNOSIS AND PRESCRIPTION FOR THE SEVERELY DISTURBED CHILD

a presentation given at

the 54th Annual CEC Convention

April 6, 1976

by

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EC082PPC

+ 36

After having seen the slide presentation I think you have a mental picture of the type of child in our program and a general idea of its operative procedures. My role on the team is that of the diagnostic/prescriptive specialist. What I'll relate to you are our assessment procedures, general scheduling techniques, and the prescriptive model which forms the basis of our approach in educating these students. Patty, the teacher of the adolescent students, will follow my presentation with specific techniques, materials, and curriculum interventions that we have found valuable. I hope to lay the groundwork for understanding the other presentations.

Scheduling, which is systematic planning for the student's minute by minute, weekly and monthly activities, maximizes the opportunities of the student meeting success in the classroom environment. These children do not give direction to their learning by themselves and therefore need carefully planned schedules to enhance their meeting the tasks at school successfully. It is our intention that appropriate scheduling would insure that the student learn through the activities rather than merely going through the motions. It is necessary that the students meet success and be aware of their accomplishments.

Evaluation of the student by project personnel facilitates scheduling of tasks commensurate with the child's abilities. (Overhead 1) Before the initial staffing and during the 30 day trial placement the child's intellectual, educational, emotional and social development is evaluated. We have a battery of tests and procedures from which we choose. Scheduling for the individual

child is based on information gleaned from conferring with referring personnel and parents, testing, direct observation and recording of behavior in the classroom, and trial teaching. I might add that some of the children were untestable on standardized measures and we resorted to informal measures and trial teaching to a greater degree with these children. Typical pieces of information gained from referring personnel and parents are: medical problems; specific fears or apprehensions; pertinent reinforcers; length of attention span; and level of functioning. Testing indicates academic strengths and weaknesses. Observation and recording of behavior: enables verification of effects of experimental procedures; indicates patterns of behavior; and tells what is happening. Trial teaching designates ways in which a child best learns. Each of these are essential for a complete diagnostic.]

Several factors are taken into consideration by the teachers in planning the daily schedule.

The most important being tasks on a level commensurate with the child's academic and behavioral capabilities. Generally the teacher begins by scheduling tasks that are below the child's functional level, hopefully insuring initial success. Tasks broken into small incremental units are developmentally sequenced and increase in level of difficulty is gradual.

The teacher might employ the Premack Principle and schedule a task that the child enjoys to follow a less desireable task , or follow completion of a difficult task with a motivational activity.

Time blocks are arranged so that no student loses interest in a too lengthy assignment. Emphasis is placed on short, frequent sessions. This also helps to compensate for a short attention span.

Another aspect taken into consideration in scheduling is alternating response modes. For example, an activity involving visual-motor response as in copying might be alternated with a different response mode like the visual-vocal mode as in orally spelling a word written on a flash card. This allows for variety in response mode and reduces the probability of the child becoming satiated with one particular mode.

The teacher considers the child's need for immediate feedback and coordinates all student's individual schedules so that when immediate feedback is necessary either the teacher or aide are available to provide the feedback. This means carefully scrutinizing all schedules so that both teacher and aide are not scheduled to be involved in a one to one situation at the same time. This also alleviates the adult from discontinuing an instructional activity when a behavioral problem arises. Immediate feedback helps insure that tasks are correctly learned and minimizes unlearning of incorrectly established responses.

The teacher schedules activities in which the student engages without supervision. Once the teacher assesses a child capable of controlling his or her own behavior she looks for cues in the student's approach to particular activities and gradually fades the supervision. The student is thus aided in learning to monitor his or her own behavior.

In long term scheduling emphasis is placed on overlearning of specified tasks hopefully augmenting the knowledge, skill or behavior being maintained in the classroom and generalizing to other situations. To these I am sure each of you could add your own tried and true scheduling techniques.

Now I would like to tell you how we implement the prescriptive model in our project. The prescriptive model utilizes information derived from: the assessment of academic strengths and weaknesses; analysis of the learner in the classroom, as in information culled from data taken from the Nelson, about which Becky will talk to you later and; instructional prescriptions and the resultant evaluation of these prescriptions. The individual prescriptions are designed to enhance both the academic and social progress of the child. (Overhead 2) We utilize one format for each of the three types of prescriptions. Social, academic and self help prescriptions are all written on this format. The behavior stated at the top would be the terminal objective of an academic prescription, operational definition of a social prescription, or description of a self help prescription. At this point I might add that prescriptions are not written for every activity in which the child engages each day. Academic prescriptions are written for tasks which the teacher must break into incremental steps and which the teacher would anticipate taking a couple of weeks or more for the student to reach criterion. The social prescriptions are written for specific deviant behaviors in which a child engages that interfere with his or others learning and/or welfare. The objectives would be stated in this column,

followed by the materials needed and specific procedures. The consequence would state what the adult would do in the event of a pass or fail in the academic and self help prescriptions. This would include branching when feasible. For example, if a child failed a given task it would indicate what steps would be employed next. The criteria would state the level of performance necessary before engaging the next step on the prescription and finally going on to a new prescription.

Allow me to give you an example of each of three types of prescriptions. (Overhead 3&4)This is an example of a self help prescription to teach brushing teeth. This breaks a skill into small incremental units facilitating learning and teaching. It sometimes happens that the Occupational Therapist is teaching a skill that the teacher also follows up on in the classroom. It is imperative that the professionals follow the same task analysis and know the exact step at which the child is capable of demonstrating at the time. The description is given at the top of the page. The enroute objectives to meet this delineated here. The materials necessary and the task analysis of the specific steps employed in teaching brushing for this particular child are written here. During the teaching process the occupational therapist might find that the child gets "hung up" on one step and needs to break it down further. This would be done and the step added. Our task analyses contain the number of steps that the professional considers appropriate for the individual child. For example, a task analysis of hand washing for one child might include twenty

or more steps and only eight for another. Daily records of pass and fail on each step of the task analysis are taken. These are used to assess whether a step needs further reduction and contains the information that indicates when criterion has been met and the child ready for an additional step.

(Overhead 5) This is an example of a prescription to remediate a socialization deficit. This particular child evidenced a high incidence of hair pulling behavior. After an operational definition had been formulated the child's behavior was recorded and graphed for a baseline. This prescription was then written. The intervention was implemented. If deemed a failure--which would be determined by analyzing the graph, this point line would be lightly crossed out and a new strategy employed with the date signified. This makes it easier to ascertain the effect of a specific procedure.

(Overhead 6&7) Another example of a prescription is this one written for the academic area of money. The terminal objective is stated and the enroute objectives listed in order of presentation. Materials and procedures for each step are stated and consequence of pass and fail is the same for each step. As you can see the criteria is different for each enroute objective. This example is typical of the programming entailed in breaking a skill into small sequential units ultimately resulting in achieving the terminal objective.

(Overhead 8) Daily data is taken on pass and fail on trials. These data not only indicate when the child has met criterion and how long it took but can be used as a diagnostic. An example would be

a child passing the first 7 or 8 trials daily and generally missing the last few. It seems to indicate that the child was motivated by the task however got a little bored after a while and didn't necessarily bother trying. This is a cue from the child that ten trials per day are probably more than he needs. A simple reduction in criteria could remedy the problem. Other patterns might emerge from analyzing the data, for example, the child might be consistently low on Mondays or some other pattern might indicate a need for modification.

I hope that I have provided a framework for you to better understand the specific techniques and strategies employed in educating the children. We have left time to answer questions from the audience following the presentations and questions you might now have formulated may be answered by other members of the panel so I now direct your attention to Patty, the teacher of the adolescent students.

DIAGNOSTIC TEST SCHEDULE

Name_____Date_____
Date of birth_____

Please check each step completed in the analysis of the student:

_____1. Social history

_____2. School history

_____3. Physical developmental history

_____4. Child Interview

_____5. Vision-Telebinocular_____Other_____

_____6. Hearing-Audiometer_____Other_____

_____7. Vineland Social Maturity Scale

_____8. Personality Tests-DAP_____Other_____

_____9. Detroit Subtests

_____10. Interest tests-Personal Reinforcement Questionnaire____ Other_____

_____11. Intelligence-WISC_____Leiter_____Other_____

_____12. Achievement-PIAT_____

_____13. Diagnostic-Key Math____Durrell____Spache____Gates-McGinitie____Gray Oral____IRI____BESI____

_____14. Visual Efficiency-MVPT____VMI____Frostig____Bender____ Other____

_____15. Auditory Efficiency-Wepman____Goldman Fristoe____Other____

_____16. Motor Efficiency-PPMS____Ayers____Lincoln-Oseretsky____ Psychoed Inventory of Basic Learning Abilities____

_____17. Language-Engleman(BCI)____Myklebust____Utah____Boehm____ PPVT____

_____18. Speech-Oral peripheral____Voice____Fluency____Articulation

_____19. Informal-Self Help____Motor____Communication____Social-ization____Reading____Math____Spelling____

_____20. Other previously administered tests:_____

Student's Name	Date	Area Involved	Teachers Name

Behavior: _____

Objective	Procedures and Materials	Consequence	Criteria

Student's Name	Date	Social Adjustment Area Involved	Patty Teachers Name

Behavior: Hair pulling or twisting - placing one or both hands to head, and twisting or pulling strands of hair with fingers.

Objective	Procedures and Materials	Consequence	Criteria
Deceleration of hair pulling and twisting behavior in the classroom	1. Explain to Steve that the staff would like to help him decrease hair pulling since it is causing balding spots on his head. 2. Explain the procedure that is to be used: a. Steve should pull or touch his hair no more than 5 times in 5 minutes. b. Set the timer for 5 minute segments. c. When the timer rings, Steve receives a plastic chip if he has pulled or touched his hair 5 or less times. d. Reset timer after each 5 minute segment. e. One 5 chips have been accumulated, Steve may cash them in on a candy treat. 3. Keep data on number of times hair is pulled in each 5 minute segment. 4. Decrease criteria for 5 minute segments slowly until 0% incidence is reached.	Plastic chips to be turned in for candy rewards.	0% incidence of hair pulling daily in school for a two (2) week period.

Larry Rein	3-1-76	Self Help	Whorton
Student's Name	Date	Area Involved	Teacher's Name

Behavior: Brushing teeth--Larry will brush his teeth without verbal instructions according to the task analysis on one trial for five consecutive days.

OBJECTIVE	PROCEDURES AND MATERIALS	CONSEQUENCE	CRITERIA
Given a toothbrush, toothpaste, cup, and paper towel Larry will brush his teeth without verbal instruction according to the task analysis on one trial for five consecutive school days.	Materials: Toothbrush, toothpaste, cup, and paper towel Procedure: 1. The task is attempted each day after lunch. 2. The adult verbalizes directions while demonstrating each step of the task analysis for five consecutive days. 3. The adult gives verbal directions one step at a time-failure to follow directive results in adult repeating instruction while physically assisting Larry in completing the step. Task Analysis: 1. The adult says, "It's time to brush your teeth, go over to the sink." 2. One step at a time the adult instructs Larry to: a. Turn on the water. b. Pick up the glass. c. Fill the glass with water. d. Set the glass down. e. Stop the water. f. Pick up the toothpaste. g. Open the toothpaste. h. Put the top down. i. Squeeze toothpaste onto brush. j. Pick up top. k. Put top on toothpaste. l. Put toothpaste down. m. Pick up brush. n. Brush your bottom teeth. o. Brush your upper teeth.	Pass-proceed to next step Fail-adult repeats instruction and physically assists Larry to the sink. Pass-adult gives verbal praise intermittantly throughout the steps. Fail-while repeating the step verbally the adult physically assists Larry in completing the step.	1/1 for five consecutive school days 3 1

OBJECTIVE	PROCEDURES AND MATERIALS	CONSEQUENCE	CRITERIA
	p. Turn on water. q. Risnse your brush. r. Put brush down. s. Turn off water. t. Pick up glass. u. Rinse your mouth. v. Spit out water. w. Empty glass and put it down. x. Put brush in glass. y. Rinse and dry hands. z. Throw away towel.		

Student's Name	3-1-76 Date	Money Area Involved	Patty Teacher's Name

Behavior: The student will give the correct amount of money for a purchase and calculate the amount he should receive as change.

Objective	Procedures and Materials	Consequence	Criteria
1. Recognize and label 5 coins	Have examples of the 5 different types of coins with label cards.	Pass - Verbal Praise Fail - Repeat procedure following day	5/5 of 3 presentations
2. Match the value and label to a coin	Value and label cards, penny, nickel, dime, quarter, half dollar. 1¢, 5¢, 10¢, 25¢, 50¢		5/5 of 3 presentations
3. Show the combinations of coins that equal the larger coin value	Flannel board and flannel board coins Put all combinations for value Ex: Dime or 10¢ P N D 10 5 1		5/5 of 3 presentations
4. Give the correct combination of coins for a sum of money	Coins, 4x6 card with sum and columns for coin combination .75 = ½ dol. qtr. dime nickel penny 1 1 or 7 1		18/20 of 1 presentation

Objective	Procedures and Materials	Consequence	Criteria
5. Given an amount of money and a purchase, figure out the change	Coins, 4x6 card Amt. | Purc | Change .50 | .05 | ____ .25 | .17 | ____ .75 | .63 | ____ .95 | .76 | ____		4/4 of 3 presentations
6. Recognize and label bills up to $20.00 currency	Bills of $1.00; 5.00; 10.00; and 20.00 denomination. Label cards with names - one dollar, five dollars, etc.		3/3 of 3 presentations
7. Put into order of least to greatest	Examples of 1.00, 5.00, 10.00, and 20.00 - put into value order		3/3 of 1 presentation
8. Give the combinations of dollars that will equal the larger amount	Flannel board and flannel board bills - put all combinations for value - Example: 10.00 1.00 | 5.00 | 10.00 | 20.00 10 | | | | . | 2 | | | 5 | 1 | | |		3/3 of 3 presentation

Objective	Procedures and Materials	Consequence	Criteria
9. Give the coin combinations of dollars that will equal the larger amount	Ex. 1/2 Dol. / Qtr. / Dime / Ni. / Pn. 2 1 — 2 4 10 20 100 1 — 5 3 — 1 — 2		8/8 for 2 presentations
10. Give the correct combination of coins and bills for sums	Sum / Dollars / ½ dol. / qtrs. / dimes / nkl / pn. $1.15 — 1 — 1 — 1 — 1 $3.02 — 3 — 1 — 1 — 1 — 1 — 2 $4.03 — 4 — 3		3/3 for 3 presentations
11. Given an amount of money and cost of purchase, the student must figure out the change	4x6 card: Pay / Item Cost / Change $1.00 — .64 — ----- 5.00 — 2.00 — ----- 2.00 — 1.43		3/3 for 3 presentations
12. Given 2 facts of information, the student must fill in the missing amount	Pay / Item Cost / Change $3.00 — ---- — .21 --- — .50 — .50 10.00 — 7.03 — ---		3/3 for 3 presentations
13. The student will buy things, give a covering amount of money, and calculate the correct amount of change	1) 20 variously priced items ranging from .01 to $20.00 2) Coins and bills		10/10 for 5 presentations

Date																												
%Correct	40	40	40	50	40	50	60	70	60	60	60	70	70	70	70	70	70	70	70	70	70	100	100	100	100	1
Trials																										
1	−	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
2	+	−	+	−	+	−	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
3	−	−	−	+	−	+	+	+	+	+	−	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
4	−	−	+	+	+	−	−	+	+	+	+	+	−	+	+	+	+	+	+	+	+	+	+	+	+	+
5	−	+	−	−	+	+	+	+	+	−	+	−	+	+	+	+	+	+	+	−	+	+	+	+	+	+
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